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ABSTRACT

A course which is an investigation and appraisal of prose, poetry, fine arts, and music which reflects the environment's effect on man or man's effect on his environment is presented. Performance objectives include the following: (1) Students will formulate a definition of what constitutes man's environment; (2) Students will examine the reactions of early man to his environment; (3) Students will analyze the role of societal institutions, pressures, and structures in conditioning man's response to his environment; (4) Students will survey man's responses to the mysteries and wonders of nature; (5) Students will identify the effects of the natural environment on man's moods and thoughts. Course content includes man's responses to environment expressed in various literary genres, in popular and classical music, in fine arts, and in film. (CK)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Language Arts: MAN AND HIS ENVIRONMENT: TO PERCEIVE AND TO REACT 5111.13
5112.13
5113.13
5114.13
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5116.13

DIVISION OF INSTRUCTION • 1971

CS 200 045

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Language Arts

Written by Lynne L. Bermudez
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE TITLE: MAN AND HIS ENVIRONMENT: TO PERCEIVE AND TO REACT

COURSE DESCRIPTION: An investigation and appraisal of prose, poetry, fine arts, and music which reflects the environment's effect on man or man's effect on his environment.

I. Performance objectives

A. Proposing a variety of elements and components, students will formulate a definition of what constitutes man's environment.

B. Provided with selections from mythology, legend, and folklore, students will examine the reactions of early man to his environment.

C. Given a collection of works of social commentary and social protest, students will analyze the role of societal institutions, pressures, and structures in conditioning man's response to his environment.

D. Given selections from literature reflecting the natural environment, students will survey man's responses to the mysteries and wonders of nature.

E. Provided with literature, films, paintings, and music which focus on nature as a stimulus for meditation and inspiration, students will identify the effects of the natural environment on man's moods and thoughts.

F. Reviewing several selections dealing with the theme man against nature, students will describe man's trials in battling the forces of nature.

G. By studying various responses of man to his environment in different cultures and different periods of history, students will analyze the ways in which location, basic needs, and philosophy determine man's view of his world.

H. Exploring literature depicting difficulties individuals face in identifying with their environment, students will determine the effects of environmental change on an individual's perception of his world.

I. Considering selected poetic, fine art, and musical portraits of the varied faces of America, students will synthesize the attitudes reflected toward our national environment.

J. Evaluating literature dealing with the dangers to man's natural and social environment and earlier course readings and experiences, students will analyze the problem "Will Man Endure?".

II. Course content

A. Rationale

Man is "a creature of his environment." Environment conditions man's emotional, psychological, sociological, and philosophical interpretation of life. Judging whether man is totally enslaved or determined by his environment is one of the final problems students will confront in this course. In order to evaluate the relationship of man and his environment, one must investigate the artistic records man makes from his perceptions. Exploring man's reactions to the world he perceives and his effect on that world enkindles understanding of people and their actions. But beyond awakening sensitivity to the problems of others, becoming more aware of and responsive to environment helps man open his pores to every aspect of experience. Being aware of his world, the individual may aid in effecting change where he perceives that change is necessary. It is to awaken this awareness of others, of the multiple environments that man moves in, and of the necessity to react to an ominously threatened world that this course is offered.

B. Range of subject matter

The course content is rather sprawling in the variety of materials it offers. Included are man's responses to environment expressed in various literary genres, in popular and classical music, in fine arts, and in film. After students formulate a working definition of that amorphous term "environment," they will explore responses to many different kinds of environments -- primitive, natural, social, other culture -- throughout the course adding to the definition they have formulated.

Even in the variety of materials suggested, however, omissions will be obvious, and substitutions, amendments, and deletions are not only desirable but necessary where the teacher sees fit and where students offer their own better ideas. Selectivity in activities as well as in subject matter is essential if instruction is to be truly individualized. And as each individual's perception of his world differs, so each individual will present this course differently -- which is as it should be and must be.

III. Learning activities

A. Objective: Proposing a variety of elements and components, students will formulate a definition of what constitutes man's environment.

1. Reviewing a variety of magazine pictures of man in different environmental surroundings, students will cite the various environments represented.

2. In brain-storming groups, students will compile a list of the various facets or elements of environment for presentation to the class.

3. Reviewing various definitions of environment presented by class members, students will formulate a definition with the elements that best encompass the term "environment."

4. Displaying the definition in a prominent place (bulletin board, chalk board, notebook section, etc.) students will refine and enlarge the definition throughout the course.

B. Objective: Provided with selections from mythology, legend, and folklore, students will examine the reactions of early man to his environment.

1. Reading any one of the following sections on mythology, folklore, and legend, students will keep a chart of the reactions to environment and basic needs of early man revealed in each selection they read:

a. Students will read selections from any of the various mythology sections in literature texts:

(1) Scott, Foresman: America Reads Series.
(2) Singer/Random House: Patterns of Literature Insights--Themes in Literature Series.
(3) Literary Heritage Series: English Tradition: Nonfiction--Macmillan.

b. Students will read selections from any of the following mythology anthologies:

(1) Mythology, Edith Hamilton
(2) In the Morning of the World, Jeanette Lowery
(3) Four Ages of Man, Jay MacPherson

c. Students will read selections from legends and folklore of the Anglo-Saxon and medieval English tradition:

(1) Beowulf
   (a) Adventures in English Literature
   (b) England in Literature
   (c) Perception: Themes in Literature
(2) The Seafarer
   (a) Adventures in English Literature
   (b) England in Literature
   (c) English Tradition: Poetry
(3) The Wanderer
   English Tradition: Poetry
(4) from Morte d'Arthur--Malory
   (a) Adventures in English Literature
   (b) Adventures in Appreciation
   (c) England in Literature
   (d) Exploring Life through Literature

d. Students will read selections from Indian lore and legends, and myths of various peoples:

(1) section "In the Beginning," Projection in Literature
(2) A Book of Myths, Roger Green Lancelyn
(3) Legends of the North, Olivia Coolidge

2. Listening to the folklore tapes of Dr. William Faulkner, students will record the responses to environment evident in the tales.

3. On the basis of their readings, students will present skits they have composed which illustrate some aspect of early man's reaction to his environment.

4. Dramatizing a chance meeting in the after-life of a group of epic heroes or folklore characters, students will emphasize the point of view toward his environment of each of the characters.

5. Students will write a composition on modern society from the point of view of a mythological hero or folklore character.

C. Objective: Given a collection of works of social commentary and social protest, students will analyze the role of societal institutions, pressures, and structures in conditioning man's response to his environment.

1. Reading several of the following social commentary writings, students will make a list of the kinds of social problems and pressures man faces:

   a. "Hunger" (also entitled "The Right to the Streets of Memphis"), Richard Wright, Projection in Literature, Focus: Themes in Literature.

   b. "Big Shot," Margaret W. Jackson, Focus: Themes in Literature.

   c. "Take Over, Bos'n," Oscar Schisgall, Focus: Themes in Literature.

   d. "The Flying Machine," Ray Bradbury, Focus: Themes in Literature.

   e. "Oliver and the Other Ostriches," Thurber, Focus: Themes in Literature.

   f. "The New Kid," Murray Heyert, Projection in Literature.

   g. "A Dishwasher Addresses Rotary," Salom Rizk, Adventures in Reading.

   h. "Off the Track," B. J. Chute, Adventures in Reading.

   i. "Trademark," Jessamyn West, Adventures in Reading.

   j. "Beauty is Truth," Anna Guest, Projection in Literature.

   k. "The Strangers that Came to Town," Irwin Shaw, U. S. in Literature.

   l. "The Enemy," Pearl S. Buck, U. S. in Literature.

   m. Spirituals, U. S. in Literature.

   n. "Runagate Runagate," Robert Hayden, U. S. in Literature.

   o. "The Dry Rock," Irwin Shaw, U. S. In Literature.

   p. "The Unknown Citizen," W. H. Auden, U. S. in Literature; American Experience: Poetry; Western Literature: Themes in Literature.

q. from "Civil Disobedience," Henry D. Thoreau, U. S. in Literature.

r. "The Man with the Hoe," Edwin Markham, American Literature: Themes in Literature.

s. "Tell Freedom," Peter Abrahams, Insight: The Experience of Literature.

t. "Waiting for the Barbarians," C. P. Cavafy, Insight: The Experience of Literature.

u. "Under the Lion's Paw," Hamlin Garlin, American Literature: Themes in Literature.

v. "Once There Came a Man," Stephen Crane, The American Experience: Poetry.

w. "A Rose for Emily," William Faulkner, The American Experience: Fiction.

x. "A Newspaper," Stephen Crane, The American Experience: Poetry.

y. "After the Last Bulletins," Richard Wilbur, The American Experience: Poetry.

z. "Work and Wages," Thomas Carlyle, English Tradition: Nonfiction.

aa. "A Modest Proposal," Jonathan Swift English Tradition: Nonfiction.

bb. from Utopia, Sir Thomas More, English Tradition: Nonfiction.

cc. selections from Critics of Society section and Protest section in Western Literature: Themes and Writers.

2. Working in buzz groups, students will enlarge their lists of social problems after comparing them with those of other students in the group.

3. After listening to recordings of several spirituals and protest songs, students will identify orally the concerns for society suggested in each piece:

a. album "God's Trombones"

b. "Blowin' in the Wind," Peter, Paul, and Mary

c. "Day is Done," Peter, Paul, and Mary

d. "Sounds of Silence," Simon and Garfunkel

e. "Mrs. Robinson," Simon and Garfunkel

f. "The Great Mandella," Peter, Paul, and Mary

g. "Age of Aquarius," from Hair

h. "Some Trust in Chariots," Rod McKuen

4. Selecting and presenting songs from current "Top 40" lists, students will explain orally in what ways the selections reveal man's reactions to his social environment.

5. Reading at least one of the following novels or plays from various social commentary categories, students will compose an expository essay which explains the social pressures revealed in the work and the effect of these pressures on the characters: (in order of difficulty)

a. Soul Brother and Sister Lou, K. Hunter

b. North Town, L. Graham

c. The Diary of a Young Girl, A. Frank in Patterns of Literature: Dramatic Literature

d. Black Boy, Wright

e. To Kill a Mockingbird, H. Lee

f. Oliver Twist, or David Copperfield, or Tale of Two Cities (in Outlooks), C. Dickens

g. The Fire Next Time, Baldwin

h. How Green Was My Valley, R. Llewellyn

i. Barefoot in Athens, M. Anderson in English Tradition: Drama

j. 1984, G. Orwell

k. All Quiet on the Western Front, E. Remarque in Insight: The Experience of Literature

l. The Octopus, or McTeague, or The Pit, F. Norris

m. Sister Carrie, Dreiser

n. All the King's Men, R. Penn Warren

o. An Enemy of the People, Ibsen, Patterns of Literature: Drama

p. The Medium Is the Massage, McLuhan

q. The Invisible Man, Ellison

r. Absalom, Absalom, Faulkner

s. Farenheit 451, R. Bradbury

t. The Little Foxes, L. Hellman in The American Experience: Drama

u. Up the Organization, Townsend

v. The Peter Principle, Peter

w. The Organization Man, White

x. The Lonely Crowd, Reisman

6. After viewing the films "The Toymaker" or "Have I Told You Lately That I Love You," students will discuss in groups the social problems presented in the films:

   a. Students will recommend possible solutions to the problems presented.

   b. Through a group representative, students will report orally to the class on their findings.

7. After viewing various painters' representations of the social environment, students will classify the various areas of social commentary illustrated by the art works:

   a. Gallery section "Struggle for Justice" in American Literature: Themes in Literature

   b. Gallery section "The Search for Values" in American Literature: Themes in Literature

   c. Gallery section "Survival" and "Trapped" in Perception: Themes in Literature

d. "The Washerwoman," Daumier, Rainbow Book of Art

e. "Third Class Carriage," Daumier, Fifty Centuries of Art

f. "The Stonecutters," Courbet, Story of Art

g. "Hester Street," Luks, American Painting 1900-1970 (Time-Life Books)

h. New School Murals, Benton, American Painting, ibid.

i. "Tombstones," Lawrence, ibid.

j. "American Tragedy," Evergood, ibid.

k. "The Subway," Tooker, ibid.

l. "The Blast," Gottlieb, ibid.

j. "The Potato Eaters," Van Gogh, The World of Van Gogh (Time-Life Books)

8. Role-playing any of the following situations, students will present the social problems the character faces:

   a. Housewife, mother -- working woman

   b. Migrant worker -- farmer

   c. Negro laborer -- policeman

   d. Northern teacher -- Southern community P.T.A. member

   e. Small businessman -- banker

9. Students will choose any one of the following activities:

   a. Write a short story or poem illustrating any of the social problems encountered in the work in this course.

   b. Compose a song which reveals a response to some aspect of the social environment.

   c. Create a collage or painting or sculpture which focuses on some aspect of man's struggle in society.

D. Objective: Given selections from literature reflecting the natural environment, students will survey man's responses to the mysteries and wonders of nature.

1. After reading several of the following literary pieces, student groups will list what aspects of nature's secrets, wonders, and mysteries charm or awe the observer in each writing:

a. "Crystal Moment," Coffin, Insights: Themes in Literature, Projection in Literature

b. "In Just," Cummings, Approaches to Literature: Poetry, Reflections on a Gift of Watermelon Pickle

c. "On the Grasshopper and the Cricket," Keats, Approaches to Literature: Poetry

d. "Afternoon on a Hill," Edna St. Vincent Millay, ibid.

e. "Root Cellar," Roethke, ibid.

f. "Sea Fever," Masefield, ibid.

g. "Wind and Silver," A. Lowell, ibid.

h. "The Mountains Are a Lonely Folk," Garland, ibid.

i. "High Flight," Magee, ibid.

j. "Snow Toward Evening," Cane, Focus: Themes in Literature

k. "Swift Things Are Beautiful," Coatsworth, Reflections On a Gift...

l. "Barter," Teasdale, Outlooks through Literature

m. "Wind Song," Sandburg, Outlooks...

n. "Rain Music," Cotter, Insights: Themes in Literature

o. "A White Heron," Jewett, Adventures in Appreciation

p. "When I Heard the Learned Astronomer," Whitman, Adventures in American Literature

q. "Renascence," Edna St. Vincent Millay, Adventures in American Literature; American Literature: Themes in Literature; American Experience: Poetry

r. "The Harbor," Sandburg, Adventures in American Literature

s. "Miracles," Whitman, American Experience: Poetry

t. "I'll Tell You How the Sun Rose," Dickinson, American Experience: Poetry

u. "A Bird Came Down the Walk," Dickinson, ibid.

v. "Night Clouds," A. Lowell, ibid.

w. "The Garden," Hilda Doolittle ("H. D.")

x. "God's World," Millay, ibid.

y. "Wild Peaches," E. Wylie, ibid.

z. "The Snowman," W. Stevens, ibid.

aa. "No Possum, No Sop, No Taters," Stevens, ibid.

bb. "Minimal," Roethke, ibid.

cc. "Silver," de la Mare, England in Literature

dd. "Flower in the Crannied Wall," Tennyson, Adventures in English Literature

ee. "Look Stranger," Auden, English Tradition: Poetry selections from any Haiku collection

2. Students will choose one of the following activities:

a. Create an illustration from the description in a poem.

b. Build a model from the description in a poem.

c. Make a mobile representing symbols portrayed in the poem.

d. Fashion a sculpture piece reflecting some aspect of a poem's theme.

e. Write a poem on some aspect of nature's wonders.

3. Students will present orally one of the poems they have read in activity D-1 above or from a poetry anthology:

a. Selecting any kind of background musical effects appropriate to the poem, student will read the poem aloud.

b. Student will explicate the poet's reactions to the natural scene he has described in his work.

c. Student will compose evaluation questions on the poem he has presented.

E. Objective: Provided with literature, films, paintings, and music which focus on nature as a stimulus for meditation and inspiration, students will identify the effects of the natural environment on man's moods and thoughts.

1. Reading 5 to 7 of the following works, students will explain in a paragraph for each how the incident or natural setting affected the writer's moods and thoughts, and how the scene evoked a change in the observer:

a. "If Once You Have Slept on an Island," R. Field, Focus: Themes in Literature

b. "The Child's Morning," W. T. Scott, Reflections on a Gift...

c. "Reflections on a Gift of Watermelon Pickle...," J. Tobias, Reflections on a Gift...

d. "April," M. Masters, ibid.

e. "To Look at Any Thing," J. Moffitt, ibid.

f. "I Wandered Lonely as a Cloud," Wordsworth, Approaches to Literature: Poetry

g. "The Voice," R. Brooke, ibid.

h. "To Daffodils," R. Herrick, ibid.

i. "The Mountain Whippoorwill," S. Benet, ibid.

j. "Ferry Ride," S. Robinson, Insights: Themes in Literature

k. "I Meant to Do My Work Today," Le Gallienne, ibid.

l. "The Tuft of Flowers," Frost, American Literature: Themes; American Experience: Poetry; Approaches to Literature: Poetry

m. "Song of a Second April," Millay, American Experience: Poetry

n. "Some Keep the Sabbath," Dickinson, ibid.

o. "When Lilacs Last in the Dooryard Bloom'd," American Experience: Poetry

p. "Thanatopsis," Bryant, Adventures in American Literature, U. S. in Literature

q. "Stopping by Woods on a Snowy Evening," Frost, Adventures in American Literature, American Experience: Poetry

r. "The Tide Rises, the Tide Falls," Longfellow, American Experience: Poetry

s. "Hymn to Night," Longfellow, ibid.

t. "The Breath of Night," Jarrell, U.S. in Literature

u. "Trees," Nemerov, ibid.

v. from Walden, "Where I Lived and What I Lived For," Thoreau, Adventures in American Literature

w. "Saturday Night in the Village," Leopardi, Insight: The Experience of Literature

x. "On an African Beach," A. Nichol, ibid.

y. "Martial Cadenza," W. Stevens, American Experience: Poetry

z. "Fern Hill," D. Thomas, English Tradition: Poetry

aa. "Lake Isle of Innisfree," Yeats, England in Literature

bb. "Ode to a Nightingale," Keats, Adventures in English Literature

cc. "Dover Beach," Arnold, ibid.

dd. "Pied Beauty," Hopkins, ibid.

2. After viewing any of the following films, students will discuss orally their emotional responses to the aspects of nature portrayed in the films:

a. Seasons," 14' C: Film depicts in beautiful photography the progression, change, and cycle of life through the seasons.

b. "Grand Canyon," 29' C: Musical and pictorial interpretation of Grofe's "Grand Canyon Suite."

c. "The Sea: Background for Literature," 11' C: Love of the sea evokes excerpts from famous sea stories.

3. Selecting one story from the following list, students will evaluate in a one page composition the ways in which nature as a background shapes the action, mood, and theme:

a. "The Snow Goose," Three Legends, Paul Gallico

b. "The Scarlet Ibis," J. Hurst, Outlooks through Literature

c. Green Mansions, W. Hudson

d. The Secret Sharer, J. Conrad, Exploring Life through Literature

e. "The Lagoon," Conrad, Literature of England: 20th Century: Adventures in English Literature

4. Students will create a story or poem which reflects their response to the sights, sounds, smells, and sensations of the world they perceive:

a. Exploring the school grounds or some neighborhood park for a quiet spot in which to settle, students will record all their observations and sensory reactions to the natural elements -- trees, wind, bugs, grass, birds, clouds, etc.

b. Keeping a journal for one week, students will record their reactions to sensations of nature, the changes evoked in them by changes in weather, their observations on the way to school, after school, in the evening.

5. After viewing various painters' interpretations of the natural environment, students will distinguish orally the different kinds of perceptions of nature exhibited in the paintings:

a. Gallery section "Changeover," in Focus: Themes in Literature

b. Gallery selections from "When It's Your Own," ibid.

c. Works of John Constable and Joseph Turner in Adventures in English Literature, Classic ed.

d. "Toledo in a Storm," El Greco, Rainbow Book of Art

e. "Calais Pier," Turner, ibid.

f. "The Gulf Stream," W. Homer, ibid.

g. "Roasting Ears," Benton, ibid.

h. "Fatata Te Miti," Gauguin, Story of Art

i. "The Banks of the Seine at Ventheuil," Monet, ibid.

j. "Ville d'Avray," Corot, ibid.

k. "Basin at Argenteuil," Monet, Seven Centuries of Art

l. "Turning Road at Montgeroult," Cezanne, ibid.

m. "Peach Tree in Bloom," Van Gogh, The World of Van Gogh

n. "The Sower," Van Gogh, ibid.

o. "The Harvest," ibid.

p. "Windmill on Montmartre," ibid.

6. While listening to any of the following classical selections reflecting the composer's response to the natural setting, students will write whatever pictures, scenes, settings, stories, and moods they hear in the music:

a. Exchanging papers, students will read the interpretations of fellow students.

b. Students will compare their interpretations with the stated intention and theme of the musical composer (where given) to discover how individual a thing perception can be.

(1) "Afternoon of a Faun," Debussy

(2) "Moonlight Sonata," (Sonata in C Sharp Minor), Beethoven
(3) "Images," Debussy
(4) "Appalachian Springs," Copeland

F. Objective: Reviewing several selections dealing with the theme man against nature, students will describe man's trials in battling the forces of nature.

1. Brainstorming, students will make a list of destructive natural forces.

2. Students will discuss orally the weapons man has to combat the forces of nature and the disadvantages of man.

3. After reading 5 of the following selections, students will demonstrate in chart form the force of nature involved, the struggle that took place between man and nature, the outcome of the struggle, and significance of the outcome. (Adapted from Curriculum Bulletin 6J-Supplement, Guidelines to Literature Study in the Junior High School, 1967):

a. "The Whale Shark Incident," from Kon-Tiki, Heyderdahl, Adventures for Readers, Book I

b. "The Cremation of Sam McGee," Service, ibid.

c. From The Big Wave, Pearl Buck, ibid.

d. "The Wreck of the Hesperus," Longfellow, ibid.

e. "The Erne from the Coast," Beachcroft, Perception: Themes in Literature

f. "Forgive My Guilt," Coffin, ibid.

g. "Interlude III," Shapiro, Reflections on a Gift...

h. "War," Roth, ibid.

i. To Build a Fire," London, Adventures in Appreciation; Approaches to Literature: Short Story

j. "Pelly Bay," Poncins, Patterns of Literature: The Novel and Nonfiction

k. "Death of a Ship," Belloc, ibid.

l. The Summit,: from Annapurna, M. Herzog, Exploring Life through Literature

m. "Winter Thunder," Sandoz, Insights: Themes in Literature

n. "All Gold Canyon," London, American Literature: Themes

o. "Pride of Seven," Krepps, Adventures in Reading

p. "You've Got to Learn," Murphy, ibid.

4. Surveying the following selections of art work dealing with man's struggle with nature, students will discuss orally the conflict depicted and the strengths and weaknesses of each of the adversaries:

a. Gallery section "Against Odds," in Focus: Themes

b. Gallery section "Survival," in Perception: Themes

5. Selecting one of the following longer works dealing with the conflict of man and nature, students will explain in a short essay the ways in which characters attempt to cope with the natural forces and the success or failure of the struggle:

a. Old Man and the Sea, Hemingway

b. Call of the Wild, London

c. White Fang, London

d. Swiss Family Robinson, Wyss

e. The Yearling, Rawlings

f. The Cruel Sea, Monsarrat

g. Giants in the Earth, Rolvaag

6. Select at least one element from each column below and combining them in a short story or poem or drama, students will develop a conflict of man and natural forces:

Setting	Action	Happening	Time
small town	hiking	shower	dusk
island	running	tornado	midnight
swamp	swimming	tidal wave	summer
cay	escaping	fire	spring
beach house	getting lost	oil slick	winter
river	water skiing	hurricane	morning

G. Objective: By studying various responses of man to his environment in different cultures and different periods of history, students will analyze the ways in which location, basic needs, and philosophy determine man's view of his world.

1. Reading at least one selection from the different cultures and periods represented, students will cite the location of the culture, the period covered in the literature selection, the basic needs of man revealed, and the individual's attitude toward his environment:

a. Selections from Coming of Age in Samoa, M. Mead

b. Selections from Patterns of Culture, R. Benedict

c. "The Streets--Morning and Night," C. Dickens, Adventures in Appreciation

d. "The River-Merchant's Wife: A Letter," translated, E. Pound, Projections in Literature

e. "The Dwarf Trees," Motokiyo, Insight: The Experience of Literature

f. "Biryuk," Turgenev, ibid.

g. "Up-Country," A. Nichol, ibid.

h. "Riders to the Sea," Synge, Patterns in Literature: Drama

i. "The Hunting Camp," Parkman, Insights: Themes in Literature

j. "The Camp of the Wild Horse," Irving, American Literature; Themes in Literature; U. S. in Literature

k. "The Creole Village," Irving, American Literature: Themes

l. "The Leader of the People," Steinbeck, ibid.; Adventures in Appreciation

m. "Early Marriage," Richter, U. S. in Literature; American Literature: Themes

n. "Neighbor Rosicky," Cather, ibid.; Literature of America: Modern Fiction

o. From "The History of the Dividing Line," Byrd, Adventures in American Literature

p. "The Pilgrims Meet the Indians," Bradford, U. S. in Literature

q. Indian Literature, Adventures in American Literature

r. Folk Songs of the West, U. S. in Literature

s. From "The Diary of Samuel Pepys," Adventures in English Literature

2. After viewing the film, "Loon's Necklace," students will discuss orally the Indian's response to his environment and his sensitivity to the moods of nature.

3. Students will contrast the response to environment of individuals from different cultures or periods by composing a skit in which each character reacts in his culturally typical way to an environmental problem given by the student.

H. Objective: Exploring literature depicting difficulties individuals face in identifying with their environment, students will determine the effects of environmental change on an individual's perception of his world.

1. Reading 2 or 3 selections from the following list, students will state in writing the difficulties the characters experience in identifying with a changed or changing environment:

a. "Miniver Cheevy," Robinson, American Experience: Poetry; American Literature: Themes

b. "Richard Cory," Robinson, Adventures in American Literature

c. "Outcasts of Poker Flat," Harte, ibid.; Patterns in Literature: Short Story

d. "The Necklace," de Maupassant, Outlooks

e. "In Another Country," Hemingway, U. S. in Literature; American Experience: Fiction

f. "Flying Home," Ellison, American Experience: Fiction

g. Glass Menagerie, Williams, American Experience: Drama; U. S. in Literature

h. "The Love Song of J. Alfred Prufrock," Eliot, Western Literature: Themes and Writers

2. Reading one of the following journey or quest types of novel, students will trace in a short essay the changes the character experiences as he progresses

   a. Old Man and the Sea, Hemingway

   b. The Pearl, Steinbeck

   c. Huckleberry Finn, Twain

   d. The Grapes of Wrath, Steinbeck

   e. Cry the Beloved Country, Paton

I. Objective: Considering selected poetic, fine art, and musical portraits of the varied faces of America, students will synthesize the attitudes reflected toward our national environment.

1. After reading aloud 5 or 6 of the following poetry selections, students will state orally the attitudes revealed toward the American environment in each poem:

   a. "Oregon Winter," McGahey, Reflections on a Gift...

   b. "Crossing Kansas by Train," Justice, ibid.

   c. "Central Park Tourney," ibid., Outlooks

   d. "Sunset: St. Louis," Teasdale, Approaches to Literature: Poetry

   e. "Pastoral," William C. Williams, American Experience: Poetry

   f. "The Santa Fe Trail," Lindsey, ibid.

   g. "I Hear America Singing," Whitman, ibid.

   h. "Chicago," Sandburg, ibid.

   i. "Night Journey," Roethke, U. S. in Literature; Adventures in American Literature

2. Examining the series of American paintings in Adventures in American Literature, Classic Edition, any fine arts selections representing views of the American scene, or pictures from Life magazine's Gallery section, students will add to the list of attitudes toward the American environment formulated in activity I-1 above.

3. After listening to selections from any of the following musical compositions, students will record their interpretations of attitudes toward America revealed in the music:

   a. "New World" Symphony, Symphony No. 5 in E Minor, Op. 95, Dvorak

   b. New Orleans jazz, Dixieland, Blues

   c. Knoxville music

4. In one paragraph, students will synthesize the variety of attitudes toward the American scene accumulated in the activities in this section.

J. Objective: Evaluating literature dealing with the dangers to man's natural and social environment and earlier course readings and experiences, students will analyze the problems "Will Man Endure?"

1. Students will formulate predictions on the future of man's natural environment:

   a. Examining some of the following selections reflecting dangers to the natural environment, students will list the dangers presented in each reading:

      (1) "Men of Science Say Their Say," Sandburg, American Experience: Poetry
      (2) "What If a Much of a Which of a Wind," Cummings, ibid.
      (3) "There Will Come Soft Rains," Teasdale, Outlooks
      (4) The Silent Spring, Carson
      (5) The Andromeda Strain, Crichton
      (6) Selections from Eco-Fiction, ed. John Stadler:
          "The Birds," de Maurier
          "A Sound of Thunder," Bradbury
          "A Stay at the Ocean," Wilson
          "Look How the Fish Live," Powers

   b. To research current ecological problems and experiments, students will do one of the following activities:

      Checking recent issues of scientific journals or ecology sections in magazines available at school or public libraries, students will write brief resumes of from 3 to 5 articles, indicating the

ecological problems presented and the efforts being made to deal with the problems. Some prominent periodicals with articles frequently concentrating on ecology include:

Science (A.A.A.S. Publication)
Scientific American
American Scholar
The American Scientist
Daedalus
Smithsonian
National Geographic
Audubon
Ecology section in Time
Science section in Saturday Review

Reviewing the newspaper over a number of days in order to collect articles reflecting ecological problems and solutions, students will summarize orally current dangers to our natural environment and possible solutions.

c. Reviewing their lists of dangers to the environment, brainstorming groups will evolve possible solutions to combat the dangers.

d. On the basis of their readings on the dangers to the natural environment and on man's reactions to his environment, students will predict the kind of natural world man will inhabit in the near future and in the 21st century.

2. Provided with materials dealing with the dehumanizing aspects of the technological, machine age, students will evaluate the dangers to man's social environment.

a. Reading 4 or 5 of the following selections, students will explain in one sentence for each selection the kinds of dangers of dehumanization posed by a technological, machine-oriented society:

(1) "The Forecast," Jaffe, Projections in Lit.; Reflections on a Gift ...
(2) "Sonic Boom," J. Updike, Reflections on a Gift...
(3) "Little Miss Muffet," Dohn, ibid.
(4) "Apartment House," Raftery, ibid.
(5) "Man-Made Satellite," Ginsberg, Outlooks
(6) "By the Waters of Babylon," S. Benet, Outlooks; Perception: Themes in Literature; Approaches to Literature: Short Story

(7) "The Land," S. Lewis, Adventures in Appreciation
(8) "Metropolitan Nightmare," S. Benet, Projections in Literature
(9) "Boom," Nemerov, American Experience: Poetry
(10) "Santa Claus," Nemerov, ibid.
(11) "Pity This Busy Monster Manunkind," Cummings, ibid.
(12) "Dolor," Roethke, ibid.
(13) "A Caution to Everybody," O. Nash, ibid.
(14) "The Leaden-Eyed," V. Lindsay, ibid.
(15) "The End of the World," MacLeish, U. S. in Literature
(16) "Walden (June, 1939)," E. B. White, ibid. Adventures in American Literature
(17) "The Hollow Men," T. S. Eliot, England in Literature, Adventures in English Literature
(18) Chorus 3 from The Rock, T. S. Eliot, England in Literature
(19) Selections from Eco-Fiction, ed. John Stadler:
"The Law," Coates
"Tomorrow and Tomorrow and Tomorrow," Vonnegut
"The Toys of Peace," Saki
"It's Such a Beautiful Day," Asimov

b. Selecting any of the following activities, students will gather data for panel discussion on the conditioning of man's behavior by technology and commercialism:

(1) After viewing the film, "Search for Happiness," students will identify typical habits, practices, and fads of man in a technological society. (Film depicts modern living and man's quest for miraculous solutions to his problems—pills, astrology, numerology, etc.)
(2) Students will discuss the criticism of modern mechanical society presented in current pop "Top 40" tunes.
(3) Students will analyze the escapist behavior patterns and pressures of technological society revealed in current popular films which comment on man and modern society. (A good example would be The Graduate.)
(4) Collecting articles from popular newspapers and periodicals, students will evaluate pressures imposed by modern society and man's responses to these pressures.

3. From the accumulation of thoughts concerning man and his environment stimulated by experiences in this course, students will make several generalizations stating the variety of ways man affects his environment or is affected by his environment.

4. Students will explicate orally the ideas presented in Faulkner's Nobel Prize Acceptance Speech (The Literature of America: Modern Fiction, p. 5).

5. Choosing one of the following activities, students will evaluate the future of man and his world by reacting to Faulkner's Statement:

   a. On the basis of material and ideas reviewed in this course, students will hold a mock trial or hearing considering the fate of mankind and arguing the statement, "Man will not merely endure: he will prevail."

   b. On the basis of materials and ideas considered in this course, students will debate the statement, "Man will not merely endure: he will prevail."

   c. Synthesizing the ideas expressed in the list of generalizations in activity J-3 above and the ideas explicated from Faulkner's speech, students will write an essay agreeing or disagreeing with the statement, "Man will not merely endure: he will prevail."

IV. Student resources

A. State-adopted textbooks

1. Adventures in Literature Series, Harcourt, Brace and World, Inc., Classic Edition, 1968.

a. Adventures for Readers, Book 1

b. Adventures for Readers, Book 2

c. Adventures in Appreciation

d. Adventures in Reading

e. Adventures in American Literature

f. Adventures in English Literature

2. America Reads Series, Scott, Foresman and Company.

a. Projection in Literature

b. Counterpoint in Literature

c. Outlooks through Literature

d. Exploring Life through Literature

e. United States in Literature

f. England in Literature

3. Insight: Experience of Literature, Noble and Noble Publishers, Inc., 1968.

4. Literary Heritage Series, The Macmillan Company

a. American Experience: Drama

b. American Experience: Fiction

c. American Experience: Poetry

d. English Tradition: Fiction

e. English Tradition: Nonfiction

f. English Tradition: Poetry

5. Singer/Random House Literature Series, The L. W. Singer Company, Inc.

a. Approaches to Literature: Studies in Poetry

b. Approaches to Literature: Studies in the Short Story

c. Patterns of Literature: Dramatic Literature

d. Patterns of Literature: The Novel and Nonfiction

e. Patterns of Literature: The Short Story

f. The Literature of America: Modern Drama, Poetry and Essays

g. The Literature of America: Modern Fiction

h. The Literature of England: The Twentieth Century

6. Themes and Writers Series, Webster Division, McGraw-Hill Book Company

a. Focus: Themes in Literature

b. Perception: Themes in Literature

c. Insights: Themes in Literature

d. Encounters: Themes in Literature

e. American Literature: Themes and Writers

f. Western Literature: Themes and Writers

B. Non-state-adopted books

1. Adoff, Arnold. I Am the Darker Brother. New Macmillan Co., 1968.

2. Baldwin, James. The Fire Next Time. New York: Dell Publishing Co., 1967.

3. Benedict, Ruth. Patterns of Culture. Boston and New York: Houghton Mifflin Co., 1934.

4. Bradbury, Ray. Farenheit 451. New York: Ballentine Books, 1950.

5. Carson, Rachel. The Silent Spring. Greenwich: Crest Books, 1964.

6. Coolidge, Olivia E. Legends of the North. Boston: Houghton Mifflin Co., 1951.

7. Crichton, Michael. The Andromeda Strain. New York: Dell Publishing Co., 1970.

8. Dickens, Charles. David Copperfield. New York: New American Library, 1962.

9. _____. Oliver Twist. New York: The Heritage Press, 1939.

10. Dreiser, Theodore. Sister Carrie. New York: Dell Publishing Co., 1960.

11. Ellison, Ralph. The Invisible Man. New York: New American Library, 1952.

12. Faulkner, William. Absalom, Absalom. New York: The Modern Library, 1936.

13. Gallico, Paul. "The Snow Goose," Three Legends. New York: Pocket Books, 1968.

14. Graham, Lorenzo. North Town. New York: Crowell, 1965.

15. Green, Roger Lancelyn. A Book of Myths. New York: E. P. Dutton and Co., Inc., 1966.

16. Hamilton, Edith. Mythology. New York: The New American Library, 1940.

17. Hemingway, Ernest. The Old Man and the Sea. New York: Charles Scribner's Sons, 1955.

18. Hudson, W. H. Green Mansions. New York, Toronto, London: Bantam Books, 1965.

19. Hunter, Kristin. Soul Brother and Sister Lou. New York: Charles Scribner's Sons, 1968.

20. Leach, Maria. The Beginning: Creation Myths Around the World. New York: Funk and Wagnalls Co., 1956.

21. Lee, Harper. To Kill a Mockingbird. New York: Popular Library, 1960.

22. Llewellyn, Richard. How Green Was My Valley. New York: Dell Publishing Co., 1967.

23. London, Jack. Call of the Wild; White Fang. Cambridge: Cambridge Books, 1945.

24. Lowrey, Jeanette Sebring. In the Morning of the World. New York: Harper and Brothers, Publishers, 1944.

25. Macpherson, Jay. Four Ages of Man. New York: St. Martin's Press, 1962.

26. McLuhan, Marshall and Fiore, Quentin. The Medium is the Massage. New York, Toronto, London: Bantam Books, 1967.

27. Mead, Margaret. Coming of Age in Samoa. New York: Modern Library, 1953.

28. Monsarrat, Nicholas. The Cruel Sea. New York: Pocket Books, Inc., 1965.

29. Norris, Frank. McTeague. Greenwich: Fawcett Publications, Inc., 1963.

30. _____. The Octopus. New York: The New American Library, 1964.

31. _____. The Pit. New York: Amsco Scholastic Books, 1963.

32. Paton, Alan. Cry the Beloved Country. New York: Charles Scribner's Sons, 1948.

33. Peter, Laurence J. and Hull, Raymond. The Peter Principle. New York: Bantam Books, Inc., 1969.

34. Rawlings, Marjorie. The Yearling. New York: Charles Scribner's Sons, 1947.

35. Reisman, David. The Lonely Crowd. New Haven: Yale University Press, 1961.

36. Rolvaag, Ole. Giants in the Earth. New York: Harper and Row, 1955.

37. Stadler, John, ed. Eco-Fiction. New York: Washington Square Press, 1971.

38. Steinbeck, John. The Grapes of Wrath. New York: Viking, 1939.

39. Townsend, Robert. Up the Organization. Greenwich: Fawcett Crest, 1971.

40. Twain, Mark. Huckleberry Finn. New York: Grossett and Dunlap, 1948.

41. Warren, Robert Penn. All the King's Men. New York: Bantam Books, 1963.

42. Whyte, William H. Jr. The Organization Man. New York: Anchor Doubleday Books, 1956.

43. Wright, Richard. Black Boy. New York: Signet, 1963.

44. Wyss, Johann. Swiss Family Robinson. Cleveland and New York: The World Publishing Co., 1947.

V. Teacher resources

A. State-adopted textoooks -- see Student resources, IV-A.

B. Curriculum bulletins

1. Black Literature for the Junior High School, Supplement to Curriculum Bulletin No. 6J, 1970.

2. Black Literature for the Senior High School, Supplement to Curriculum Bulletin No. 6D, 1970.

3. Guidelines to Literature Study in the Junior High School, Supplement to Curriculum Bulletin 6J, 1967.

C. Art reference books

1. Craven, Thomas. Rainbow Book of Art. Cleveland and New York: The World Publishing Co., 1956.

2. Ruskin, Ariane. The Pantheon Story of Art. New York: Pantheon Books, 1964.

3. Taylor, Francis Henry. Fifty Centuries of Art. New York: Harper and Brothers, 1960.

4. Time-Life eds. American Painting 1900-1970. New York: Time-Life Books, 1970.

5. Time-Life eds. Seven Centuries of Art. New York: Time-Life Books, 1970.

6. Wallace, Robert and Time-Life eds. The World of Van Gogh 1853-1890. New York: Time-Life Books, 1968.

D. Films (available from the Audio Visual Department)

1. Grand Canyon. Walt Disney, 29 min. C. (1-30822).

2. Have I Told You Lately That I Love You? USC., 16 min. B&W. (1-10120).

3. Loon's Necklace. EBEC, 10 min. C. (1-05254).

4. Sea, The: Background for Literature. Coronet, 11 min. C. (1-04501).

5. Search for Happiness. McGraw-Hill, 27 min. B&W. (1-13140).

6. Seasons. Standard Oil, 14 min. C. (1-10657).

7. The Toymaker. Athena, 20 min. C. (1-10147).

E. Tape recordings (available from the Audio Visual Department)

Faulkner, Dr. William J. Tape No. 3. Educational Media Center, 3 3/4 S/T, 60 min. (3-20334).

F. Records (available from the Audio Visual Department)

1. Beethoven. Sonata in C Sharp Minor (Moonlight Sonata). RCA Victor, 12 in. 78 rpm. Wilhelm Bachaus, pianist. (4-40033).

2. Debussy, Claude. Afternoon of a Faun. RCA Victor, 12 in. 78 rpm. Leopold Stokowski and Philadelphia Orchestra. (4-40298).

3. Dvorak, Anton. Symphony No. 5 in E Minor (New World Symphony). 5 12 in. 78 rpm. Eugene Ormandy and Philadelphia Orchestra. (4-40183).

G. Records (not available from A-V)

1. Album 1700. Peter, Paul and Mary. Warner Brother Records, (WS 1700)

2. Appalachian Spring, El Salon Mexico, Dance from "Music for the Theatre". Aaron Copland. New York Philharmonic, Leonard Bernstein, Conductor. Columbia Records. (ML 5755).

3. The Best of Rod McKuen. Rod McKuen. RCA Records. (LSP-4127).

4. God's Trombones. Collection of Poems. Read by Bryce Bond. Folkway Records. Music, William Martin. (FL 9788).

5. Sounds of Silence. Simon and Garfunkel. Columbia Records. (CL 2469).